**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | Comparing, ordering, whole numbers, digits, value, standard form, expanded form, word form, greatest, least |
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| **ANTICIPATORY SET**  **Daily Spiral Review 1-2**  **Problem of the Day 1-2**  (5 MINUTES) | |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Use the Frayer worksheet for definition, facts/characteristics, examples, non-examples. Work with a partner, then as a class. 2. How will you provide multiple opportunities for vocabulary to be used in context? Provide large cards with numbers on them and have students hold individual cards while another student arranges the students with the cards in the appropriate order (least, greatest). Discuss place of numbers. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Use Activity 1 in 1.1 in unit 3 in Investigations.*  Write on the board this number: 8,345. Partners will read the number to each other. Next to 8,435 write: + 5,000. Partners will do the computation and then answer the following questions: How did you decide what the sum is? What is the value of each digit in the sum? Compare 8,435 to the sum, 13,435. In which places are the digits the same? Which are different? Why?  Do Activity 2 in 1.1 in unit 3 in Investigations. Introducing the 10,000 chart. Students will work with 10,000 chart and answer the following questions: Just by looking at the chart, about how many squares do you think are on these charts? Why? Can you figure out exactly how many squares are on the chart? How do you know?  Now ask students to visualize numbering each square of the chart, from 1 to 10,000. Ask questions like the following: What number should go in the first square in the upper left hand corner? What number should go in the very last square, in the bottom right hand corner? About where would you expect 50 to go? About where would you expect 100 to go? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Do the Guided Practice in 1-2 problems 1-3 on page 7 in math book. In their Math Journal answer questions 4 & 5 then discuss as a class. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Low students = Independent Practice problems 6 – 23  Medium students = problems 6 – 24 and 26 – 31  High students = problems 6 – 31  Fast finishers = Mixed Problem Solving p. 9 | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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